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ABSTRACT

Accreditation in the United States is a unique device of voluntary, nongovernmental, peer evaluation for the certification of institutional and program quality in education. The functions, procedures, and types of accreditation, the role of the U.S. Office of Education, and the National Commission on Accrediting are briefly described. Detailed information is given concerning procedures and criteria for recognizing bodies as nationally recognized accrediting agencies and associations. A list of 41 accrediting agencies and associations is included, and 13 agencies and associations are identified for their preaccreditation authority. To facilitate determination of eligibility for federal assistance, specific criteria for recognition and a list of accrediting associations for nurse education programs are included. (CH)

ED040295

NATIONALLY RECOGNIZED ACCREDITING AGENCIES AND ASSOCIATIONS

CRITERIA AND PROCEDURES FOR

LISTING BY THE U. S. COMMISSIONER OF EDUCATION

AND

CURRENT LIST

1970

U.S. DEPARTMENT OF HEALTH, EDUCATION
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NATIONAL RECOGNITION OF ACCREDITING AGENCIES AND ASSOCIATIONS

ROLE OF VOLUNTARY ACCREDITATION

One of the distinctive features of American education is that the development and maintenance of educational standards is the responsibility of non-governmental, voluntary accrediting associations. The Office of Education is cognizant of the invaluable contribution which the voluntary accrediting associations have made to the development of educational quality in the Nation. It is the policy of the Office of Education generally to support and encourage the various recognized voluntary accrediting associations in their role as the primary agents in the development and maintenance of educational standards in the United States.

Accreditation in the United States

Unlike most other countries of the world, the United States has no ministry of education or other centralized authority which exercises control over educational institutions. The States and other political units assume varying degrees of control but permit institutions of higher education to operate with considerable autonomy. As a consequence, institutions vary widely in the character and quality of their programs. In this country, a device has been developed through which private educational associations of regional or national scope have established criteria to evaluate institutions or programs with the intent of determining whether or not they are operating at basic levels of quality. This voluntary, non-governmental, peer evaluation for the certification of institutional and program quality in education is known as accreditation.

Functions of Accreditation

The following are among the functions served by accreditation:

1. Certifying that an institution has met established standards;
2. Assisting prospective students in identifying acceptable institutions;
3. Assisting institutions in determining the acceptability of transfer credits;
4. Helping to identify institutions and programs for the investment of public and private funds;
5. Protecting an institution against harmful internal and external pressures;
6. Creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions;
7. Involving the faculty and staff comprehensively in institutional evaluation and planning;
8. Establishing a criterion for professional certification, licensure, and for upgrading courses offering such preparation; and
9. Providing one basis for determining eligibility for Federal assistance.

The Accrediting Procedure

The accrediting procedure usually follows a pattern of five basic steps:

1. The accrediting agency, in collaboration with educational institutions, establishes standards.
2. The institution or program desiring accreditation prepares a self-evaluation study that measures its performance against the standards established by the accrediting agency.
3. A team selected by the accrediting agency visits the institution or program to determine first-hand if the applicant meets the established standards.
4. Upon being satisfied through the information obtained from the self-evaluation and the site visit that the applicant meets its standards, the accrediting agency lists the institution or program in an official publication with other similarly accredited institution or programs.
5. The accrediting agency periodically re-evaluates the institutions or programs that it lists to ascertain that its standards are being met.

Types of Accreditation

In general, there are two types of accreditation, institutional and program.

Institutional collegiate accreditation is awarded by the collegiate commissions of the six regional accrediting associations which together cover the United States, the Canal Zone, Puerto Rico, and the Virgin Islands. Regional, or institutional, accreditation applies to the total institution and, for the most part, includes only those institutions with liberal arts and/or general programs. This type of accreditation indicates that the institution as a whole is achieving its objectives satisfactorily. While the accrediting procedures of the institutional accrediting associations differ somewhat in detail, their rules of eligibility, basic policies, and levels of expectation are similar. The collegiate commissions of the six regional associations appear on the Commissioner's list of nationally recognized accrediting associations.

Program accreditation is awarded by a number of national organizations, each representing a single professional or specialized area such as architecture, law, medicine, music, teaching, or social work. Program, or specialized accreditation applies to professional and vocational schools or programs. This type of accreditation is aimed at protecting the public against professional incompetence. Unlike the regional associations, the professional accrediting associations demonstrate variation among their criteria for accreditation, definitions of eligibility, and operating procedures. There are thirty-four nationally recognized professional accrediting associations and agencies.

Because of the differing emphases of the two types of accreditation, accreditation of the institution as a whole by the regional accrediting associations should not be interpreted as being equivalent to specialized accreditation of each of the several parts or programs of the institution. Institutional accreditation does not validate a specialized program in the same manner and to the same extent as specialized accreditation.

While accreditation indicates that the accredited institution meets certain established qualifications and educational standards, accreditation does not mean that the school is perfect in every respect, nor does it mean automatic acceptance of a school's graduates or course of study. Acceptance of students or graduates is always a prerogative of the receiving institution or employing organization, which sets its own admission or employment standards. It is recommended that if possible, prospective students should visit the school before a final determination is reached to assure that his particular educational goals will be met.

National Recognition

For purposes of determining eligibility for United States Government assistance under certain legislation, the U. S. Commissioner of Education is required to publish a list of nationally recognized accrediting agencies and associations which he determines to be reliable authority as to the quality of training offered by educational institutions and programs. Most institutions thus become eligible for Federal funds by way of accreditation or preaccreditation by one of the accrediting bodies recognized by the Commissioner of Education. In some legislation, especially that intended to help developing institutions, provision is made for special qualifying steps that may be taken as alternatives to the normal accreditation process.

The Commissioner's list of nationally recognized accrediting agencies and associations includes the seven collegiate commissions of the regional associations and thirty-four specialized agencies and associations having responsibility for accrediting post-secondary institutions and programs. They promulgate standards of quality or criteria of institutional excellence and approve or admit to membership the institutions that meet those standards or criteria. Inclusion on the approved list of a nationally recognized accrediting organization is generally accepted as the most significant available indication of institutional quality.

The Accreditation and Institutional Eligibility Staff

In the summer of 1968, the Commissioner of Education established a special staff to deal with accreditation and eligibility matters. Located in the Bureau of Higher Education, the staff has the following major functions:

1. Continuous review of procedures, policies and issues in the area of the Office of Education's interests and responsibilities relative to accreditation and eligibility for funding;
2. Administration of the eligibility for funding process;
3. Administration of the process whereby accrediting associations secure initial and renewed recognition by the Commissioner of Education;
4. Liaison with accrediting associations;
5. Consultative services to institutions, associations, other Federal agencies, and Congress regarding accreditation and eligibility for funding matters;
6. Interpretation and dissemination of policy relative to accreditation and eligibility for funding issues in the case of all appropriate programs administered by the Office of Education;
7. Conduct and stimulation of appropriate research; and
8. Support for the Commissioner's Advisory Committee on Accreditation and Institutional Eligibility.

Advisory Committee on Accreditation and Institutional Eligibility

This committee, comprised of twelve non-governmental educators, assists the Commissioner of Education in fulfilling his obligations for eligibility determination under several pieces of legislation, and advises him on broad policy matters and specific issues relating to the accreditation process and institutional eligibility for Federal funding. Specifically, the committee functions to review all current and future policy relating to the responsibility of the Commissioner for the recognition and designation of accrediting agencies and associations, and to advise him concerning the relations of the Office of Education with accrediting agencies or associations, or other approval bodies as the Commissioner may request.

National Commission on Accrediting

The National Commission on Accrediting was established in 1949 by colleges and universities of the nation for the primary purpose of serving as a coordinating agency for accreditation activities in higher education.

An independent educational agency with a membership of more than 1,425 colleges and universities, the National Commission has worked as the agent for its members in granting recognition to qualified accrediting agencies, helping to improve accrediting standards and practices, fostering increased cooperation among accrediting agencies, and recommending action concerning accreditation to its member institutions. The National Commission does not itself perform an accrediting function, but recognizes specialized agencies to grant program accreditation in thirty-five fields and relies upon the seven college commissions of the regional associations to grant institutional accreditation.

The Office of Education supports and encourages the National Commission on Accrediting in its role as a national coordinator and spokesman for voluntary accreditation.

PROCEDURES FOR RECOGNIZING BODIES AS NATIONALLY RECOGNIZED ACCREDITING AGENCIES AND ASSOCIATIONS

1. Accrediting bodies shall be evaluated for recognition by the U. S. Commissioner of Education as nationally recognized accrediting agencies and associations, when requests for such recognition are filed with the Director, Accreditation and Institutional Eligibility Staff, Bureau of Higher Education.

2. Requests for recognition shall be accompanied by evidence which establishes that the agency or association meets the criteria for "Nationally Recognized Accrediting Agencies and Associations." (Federal Register, Vol. 34, No. 11, January 16, 1969, pp. 643.)

3. Requests shall be reviewed by staff members of the Accreditation Policy Unit, Accreditation and Institutional Eligibility Staff, who shall study the standards and procedures of the applicant agencies for conformity to the criteria for nationally recognized accrediting associations, and who shall take whatever other investigative steps are necessary in order to present accurate and comprehensive information to the Commissioner's Advisory Committee on Accreditation and Institutional Eligibility.

4. The Advisory Committee shall review the report of the Accreditation Policy Unit and shall make appropriate recommendations to the Commissioner of Education. The Advisory Committee may recommend that recognition be granted to an agency, that approval be deferred, or that approval be denied.

5. All nationally recognized accrediting agencies and associations shall be reevaluated by the Commissioner of Education at least every four years, or when a review is deemed necessary in view of a change of practice, procedures, or operating methods of the agency.

NATIONALLY RECOGNIZED ACCREDITING AGENCIES AND ASSOCIATIONS
CRITERIA AND LIST

For the purposes of determining eligibility for Federal assistance, pursuant to P.L. 82-550 and subsequent legislation, the United States Commissioner of Education is required to publish a list of nationally recognized accrediting agencies and associations which he determines to be reliable authority as to the quality of education or training offered by educational institutions or programs. In pursuance of this mandate, the following criteria for determining nationally recognized accrediting agencies and associations were evolved and published in the January 16, 1969, Federal Register:

CRITERIA

The agency or association:

1. Is regional or national in the scope of its operations. (Regional as here used means several states);

2. Serves a definite need for accreditation in the field in which it operates;

3. Performs no function that would be inconsistent with the formation of an independent judgment of the quality of an educational program or institution;

4. Makes publicly available (a) current information concerning its criteria or standards for accreditation, (b) reports of its operations, (c) lists of institutions or educational programs which it has accredited;

5. Encourages and gives staff guidance for institutional or program self-study prior to accreditation.

6. Secures sufficient and pertinent data concerning the qualitative aspects of an institution or educational program, and accredits only those institutions or programs which after on-site examination are found to meet the published criteria for accreditation.

7. Has an adequate organization and effective procedures to maintain its operations on a professional basis. Among the factors to be considered in this connection are that the agency or association:

   (a) Clearly sets forth the scope of its accrediting activities, both as to geographical area and nature and type of institutions or program fields covered;

   (b) Has financial resources as shown by its audited financial statements necessary to maintain accrediting operations in accordance with published policies and procedures;

   (c) Has clear, written definitions of and procedures for (1) the accrediting of institutions or programs, (2) placing them on a probationary status, (3) revoking accredited status, and (4) reinstating the accredited status of an institution or program;

   (d) Charges only reasonable fees;

   (e) Uses experienced and qualified examiners to visit institutions, to examine educational objectives, to inspect courses, programs, administrative practices, services, and facilities, and to prepare written reports and recommendations for evaluation by the agency or association--and causes such examination to be conducted under conditions that assure an impartial and objective judgment;

   (f) Evaluates an institution or program only with the specific authorization of the chief executive officer of the institution;

   (g) Provides for adequate consultation during the visit between the team of visitors and the faculty, administrative staff, and students;

   (h) As a result of the accreditation visit, furnishes a written report to the chief executive officer of the institution with comments on the institution's areas of strength, on the areas needing improvement, and on suggested means of improvement;

   (i) Provides the chief executive officer with an opportunity to comment upon the factual elements of the report of the visiting team before the agency or association takes action on it;

   (j) Evaluates the report of the team in the presence of a member of the team, preferably the chairman;

   (k) Provides a regular means whereby the institution may appeal to the final authority in the agency or association;

   (l) Reevaluates at reasonable intervals its accredited institutions, and educational programs.

8. If an agency has developed a preaccreditation status, it shall have adequate procedures and requirements for the award of such status, comparable to those employed for the award of accredited status;

9. Reviews at regular intervals the criteria by which it evaluates institutions or educational programs, in order that the criteria shall both support constructive analysis and emphasize factors of critical importance;

10. Has demonstrated not less than two years' experience as an accrediting agency;

11. Has gained acceptance of its criteria, methods of evaluation, and decisions, by educational institutions, practitioners, licensing bodies and employers throughout the United States;

12. Has demonstrated its capability and willingness to enforce ethical practices among the institutions, and educational programs accredited by it.

In view of the criteria set forth above, it is unlikely that more than one association or agency will qualify for recognition (a) in a defined geographical area of jurisdiction or (b) in a defined field of program specialization within postsecondary or collegiate education.

ASSOCIATIONS AND AGENCIES RECOGNIZED FOR THEIR GENERAL ACCREDITATION OF COLLEGES AND UNIVERSITIES

Middle States Association of Colleges and Secondary Schools
F. Taylor Jones, Executive Secretary
Commission on Institutions of Higher Education
225 Broadway, New York, New York 10007

New England Association of Colleges and Secondary Schools
Robert R. Ramsey, Jr., Director of Evaluation
Commission on Institutions of Higher Education
50 Beacon Street, Boston, Massachusetts 02108

North Central Association of Colleges and Secondary Schools
Norman Burns, Executive Secretary
Commission on Colleges and Universities
5454 South Shore Drive, Chicago, Illinois 60615

Northwest Association of Secondary and Higher Schools
James F. Bemis, Executive Director
Commission on Higher Schools
3731 University Way, N. E. #104, Seattle, Washington 98105

Southern Association of Colleges and Schools
Gordon W. Sweet, Executive Secretary
Commission on Colleges and Universities
795 Peachtree Street, N. E., Atlanta, Georgia 30308

Western Association of Schools and Colleges
Kay J. Andersen, Executive Secretary
Accrediting Commission for Senior Colleges and Universities
c/o Mills College, Oakland, California 94613

Henry T. Tyler, Secretary
Accrediting Commission for Junior Colleges
c/o Modesto Junior College, Modesto, California 95350

Board of Regents (for higher institutions within New York State)
Ewald Nyquist, Commissioner of Education
State Education Department
The University of the State of New York
Albany, New York 12224

ASSOCIATIONS AND AGENCIES RECOGNIZED FOR THEIR SPECIALIZED ACCREDITATION OF SCHOOLS OR PROGRAMS

ALLIED MEDICAL HEALTH EDUCATION
(medical laboratory technician education)
Accrediting Bureau for Medical Laboratory Schools
Philip Lewis, Administrator
166 East Superior Street, Chicago, Illinois 60611

(programs in medical technology, occupational therapy, physical therapy, medical record librarianship, medical record technology, and radiologic technology)
Council on Medical Education
American Medical Association
C. H. William Ruhe, Secretary
535 North Dearborn Street, Chicago, Illinois 60610

ANESTHESIOLOGY
(professional schools)
American Association of Nurse Anesthetists
Florence McQuillan, Executive Director
3010 Prudential Plaza, Chicago, Illinois 60601

ARCHITECTURE
(five-year programs leading to a professional degree)
National Architectural Accrediting Board, Inc.
Harlan McClure, Secretary
521 Eighteenth Street, N. W., Washington, D. C. 20006

ART

(professional programs at the baccalaureate and graduate levels)
National Association of Schools of Art
James R. Shipley, Chairman
Committee on Admissions and Accreditation
c/o Department of Art, University of Illinois
Champaign, Illinois 61822

BIBLE COLLEGE EDUCATION

(three-year institutes and four- and five-year colleges)
Accrediting Association of Bible Colleges
John Mostert, Executive Director
Box 543, Wheaton, Illinois 60187

BUSINESS

(private junior and senior colleges of business, and one- and two-year private schools of business)
Accrediting Commission for Business Schools
Dana R. Hart, Executive Secretary
1730 M Street, N. W., Suite 401, Washington, D. C. 20036

(baccalaureate and master's degree programs)
American Association of Collegiate Schools of Business
Cyril C. Ling, Executive Secretary
101 North Skinker Boulevard, Station 24
St. Louis, Missouri 63130

CHEMISTRY

(baccalaureate professional programs)
American Chemical Society
J. H. Howard, Secretary
Committee on Professional Training
343 State Street, Rochester, New York 14650

CLINICAL PASTORAL EDUCATION

(professional training centers)
Association for Clinical Pastoral Education, Inc.
Charles E. Hall, Jr., Executive Director
Interchurch Center, Suite 450
475 Riverside Drive, New York, New York 10027

COSMETOLOGY

(private cosmetology schools)
Cosmetology Accrediting Commission
Homer Kempfer, Executive Director
1601 - 18th Street, N. W., Washington, D. C. 20009

DENTISTRY

(programs leading to DDS or DMD degrees, and professional programs in dental hygiene, dental assisting and dental technology)
American Dental Association
Reginald Sullens, Assistant Executive Director
Council on Dental Education
211 East Chicago Avenue, Chicago, Illinois 60611

ENGINEERING

(first professional degree curricula in engineering and two-year programs in engineering technology)
Engineers' Council for Professional Development
Sydney B. Ingram, Executive Secretary
345 East 47th Street, New York, New York 10017

FORESTRY

(professional schools)
Society of American Foresters
Donald R. Theoe, Director of Professional Programs
1010 - 16th Street, N. W., Washington, D. C. 20036

HOME STUDY EDUCATION
(private correspondence schools)
National Home Study Council
David A. Lockmiller, Executive Secretary
Accrediting Commission
1601 - 18th Street, N. W., Washington, D. C. 20009

JOURNALISM
(baccalaureate professional programs)
American Council on Education for Journalism
Baskett Mosse, Executive Secretary
Accrediting Committee
563 Essex Court, Deerfield, Illinois 60201

LAW
(professional schools)
American Bar Association
John M. Donohue, Assistant Director
Section of Legal Education and Admissions to the Bar
1155 East 60th Street, Chicago, Illinois 60637

LIBRARIANSHIP
(five-year programs leading to the master's degree)
American Library Association
Lester Asheim, Director
Office of Library Education
50 East Huron Street, Chicago, Illinois 60611

MEDICINE
(professional programs leading to M.D. degree)
Liaison Committee on Medical Education representing the Council on Me
Education of the American Medical Association and the Executive Counc
the Association of American Medical Colleges
(In even numbered years)
C. H. William Ruhe, Secretary
Council on Medical Education
American Medical Association
535 Dearborn Street, Chicago, Illinois 60610

(In odd numbered years)
Robert E. Berson, Executive Director
Association of American Medical Colleges
2530 Ridge Avenue, Evanston, Illinois 60201

MUSIC
(baccalaureate and graduate degree programs)
National Association of Schools of Music
David A. Ledet, Executive Secretary
1424 - 16th Street, N. W., Washington, D. C. 20036

NURSING
(professional and practical nurse programs)
National League for Nursing, Inc., Board of Review
Margaret E. Walsh, General Director and Secretary
10 Columbus Circle, New York, New York 10019

(practical nurse programs)
National Association for Practical Nurse Education and Service, Inc.
Rose G. Martin, Executive Director
1465 Broadway, New York, New York 10036

OCCUPATIONAL, TRADE AND TECHNICAL EDUCATION
(private trade and technical schools)
National Association of Trade and Technical Schools
William A. Goddard, Executive Director, Accrediting Commission
2021 L Street, N. W., Washington, D. C. 20036

(non-collegiate postsecondary schools)
Southern Association of Colleges and Schools
Bob Childers
Committee on Occupational Education
795 Peachtree Street, N. E., Atlanta, Georgia 30308

OPTOMETRY
(professional schools)
American Optometric Association
Charles G. Lile, Executive Secretary
Council on Optometric Education
7000 Chippewa Street, St. Louis, Missouri 63119

OSTEOPATHY
(programs leading to D.O. degree)
American Osteopathic Association
Lawrence W. Mills, Director
Office of Education
212 East Ohio Street, Chicago, Illinois 60611

PHARMACY
(professional schools)
American Council on Pharmaceutical Education
Fred T. Mahaffey, Secretary
77 West Washington Street, Chicago, Illinois 60602

PODIATRY
(baccalaureate and graduate degree programs)
American Podiatry Association
Abe Rubin, Executive Director
Council on Education
20 Chevy Chase Circle, N. W., Washington, D. C. 20015

PUBLIC HEALTH
(master's degree programs in community health education and graduate professional schools of public health)
American Public Health Association, Inc.
James L. Troupin, Director of Professional Education
Committee on Professional Education
1790 Broadway, New York, New York 10019

SOCIAL WORK
(graduate professional schools)
Council on Social Work Education
Kurt Reichert, Director
Division of Educational Standards and Accreditation
Committee on Accreditation
345 East 46th Street, New York, New York 10017

SPEECH PATHOLOGY AND AUDIOLOGY
(master's degree programs)
American Speech and Hearing Association
Stanley Ainsworth, Chairman
Education and Training Board
American Boards of Examiners in Speech Pathology and Audiology
9030 Old Georgetown Road, Washington, D. C. 20014

TEACHER EDUCATION
(baccalaureate and graduate degree programs)
National Council for the Accreditation of Teacher Education
Rolf W. Larson, Director
1750 Pennsylvania Avenue, N. W., Washington, D. C. 20006

THEOLOGY
(graduate professional schools)
American Association of Theological Schools
David S. Schuller, Associate Director, Commission on Accrediting
534 Third National Building, Dayton, Ohio 45402

VETERINARY MEDICINE
(programs leading to DVM or VMD degrees)
American Veterinary Medical Association
Ronald J. Kolar, Director
Department of Education and Licensure, Council on Education
600 South Michigan Avenue, Chicago, Illinois 60605

ASSOCIATIONS AND AGENCIES RECOGNIZED FOR THEIR PREACCREDITATION CATEGORIES

The following nationally recognized accrediting bodies are currently recognized by the Commissioner as reliable authority to establish satisfactory assurance through awarding preaccreditation status to educational institutions:

REGIONAL ASSOCIATION COMMISSIONS

Commission on Institutions of Higher Education,
Middle States Association of Colleges and Secondary Schools

Commission on Institutions of Higher Education,
New England Association of Colleges and Secondary Schools

Commission on Colleges and Universities,
North Central Association of Colleges and Secondary Schools

Commission on Higher Schools,
Northwest Association of Secondary and Higher Schools

Commission on Colleges and Universities,
Southern Association of Colleges and Schools

Accrediting Commission for Senior Colleges and Universities,
Accrediting Commission for Junior Colleges,
Western Association of Colleges and Schools

DENTISTRY

Council on Dental Education,
American Dental Association

ENGINEERING

Engineers' Council for Professional Development

MEDICINE

Liaison Committee on Medical Education Representing the Council on Medical Education of the American Medical Association and the Executive Council of the Association of American Medical Colleges

NURSING

Board of Review,
National League for Nursing, Inc.

OSTEOPATHY

American Osteopathic Association

THEOLOGY

Commission on Accrediting,
American Association of Theological Schools

VETERINARY MEDICINE

Council on Education,
American Veterinary Medical Association

RECOGNITION OF STATE AGENCIES FOR APPROVAL OF NURSE EDUCATION

CRITERIA AND LIST

For the purposes of determining eligibility for Federal Assistance, pursuant to P.L. 88-581, as amended, the United States Commissioner of Education is required to publish a list of recognized accrediting bodies, and of State agencies, which he determines to be reliable authority as to the quality of training offered. In pursuance of this mandate, the following criteria for recognition of State agencies were evolved and published in the January 16, 1969, Federal Register.

CRITERIA

The following are the criteria which the Commissioner of Education will utilize in determining whether a State agency is reliable authority as to the quality of training offered by schools of nursing.

The State agency:

1. Is state-wide in the scope of its operations and is legally authorized to accredit schools of nursing.

2. Makes publicly available:

   a. Current information covering its criteria or standards for accreditation;

   b. Reports of its operations;

   c. Lists of schools of nursing which it has accredited.

3. Has an adequate organization and effective procedures, administered by a qualified board and staff, to maintain its operations on a professional basis. Among the factors to be considered in this connection are that the agency:

   a. Uses experienced and qualified examiners to visit schools of nursing to examine educational objectives, to inspect courses, programs, administrative practices, services and facilities and to prepare written reports and recommendations for the use of the reviewing body--and causes such examinations to be conducted under conditions that assure an impartial and objective judgment;

   b. Secures sufficient and pertinent data concerning the qualitative aspects of the school's educational program;

   c. Requires each school of nursing accredited to follow clearly defined refund policies governing all fees and tuition paid by students;

   d. Enforces a well defined set of standards regarding a school's ethical practices, including recruitment and advertising;

   e. Requires each school of nursing accredited to submit a comprehensive annual report, including current data on:

      (1) Progress toward achievement of its stated objectives in nursing education;

      (2) Qualifications and major responsibilities of the dean or director and of each faculty member;

      (3) Policies used for selection, promotion, and graduation of students;

      (4) Practices followed in safeguarding the health and well-being of students;

      (5) Current enrollment by class and student-teacher ratios;

      (6) Number of admissions to school per year for past five years;

      (7) Number of graduations from school per year for past five years;

      (8) Performance of students on State board examinations for past five years;

(9) Curriculum plan;

(10) Brief course descriptions;

(11) Descriptions of resources and facilities, clinical areas, and contractual arrangements which reflect upon the academic program.

f. Regularly, but at least every two years, obtains from each accredited school of nursing:

(1) A copy of its audited fiscal report, including a statement of income and expenditures;

(2) A current catalog.

g. Makes initial and periodic on-site inspections of each school of nursing accredited.

4. Has clear, written procedures for (a) the accreditation of a school of nursing or institution, (b) placing it on a probationary status, (c) revoking the accreditation, and (d) reinstating accreditation.

The list of recognized accrediting bodies, and of State agencies, will include organizations which have been determined by the Commissioner of Education to be reliable authority as to the quality of training offered by schools of nursing. For purposes of institutional and program accreditation, as provided for in the Nurse Training Act, those appropriate accrediting associations designated by the Commissioner as "Nationally Recognized Accrediting Agencies and Associations" (the six regional accrediting associations and the National League for Nursing, Inc.) will be listed.

Any other association or State agency which desires to be included on the list should request inclusion in writing. Each association or State agency listed may be re-evaluated from time to time by the Commissioner.

For initial recognition and for extension of recognition (in connection with re-evaluation), the association or State agency will be requested to furnish information establishing its compliance with the stated criteria. This information may be supplemented by personal interviews or investigation of the association's or agency's facilities, records, personnel qualifications, and administrative procedures. No adverse decision will be finalized without affording opportunity for a hearing.

LIST

REGIONAL ACCREDITING ASSOCIATIONS

Middle States Association of Colleges and Secondary Schools
New England Association of Colleges and Secondary Schools
North Central Association of Colleges and Secondary Schools
Northwest Association of Secondary and Higher Schools
Southern Association of Colleges and Schools
Western Association of Schools and Colleges

NATIONAL SPECIALIZED ACCREDITING ASSOCIATIONS

National League for Nursing

STATE AGENCIES

California Board of Nursing Education and Nurse Registration
Iowa State Board of Nursing
Montana State Board of Nursing
New Hampshire Board of Nursing Education and Nurse Registration
New York Board of Regents
West Virginia State Board of Examiners for Registered Nurses